

Registration Guide for the 2006 Foreign Service Officer Written Examination

**UNITED STATES
DEPARTMENT OF STATE**



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Privacy Act Statement

Section 301 of the Foreign Service Act of 1980, as amended, 22 U.S.C. 3941, provides that the Secretary of State shall prescribe, as appropriate, written examinations for appointment to the Foreign Service. The principal purposes of the information collected on the online registration form are to: 1) determine your eligibility to take the Foreign Service Written Examination; 2) register you for the Foreign Service Written Examination; and 3) ensure the integrity of the examination process. Routine uses of the information collected on the online registration form include preparation of statistical reports and analyses. Such reports and analyses are prepared in such a way that the data is not individually identifiable and may be shared outside the Department of State. In addition, information on the form may occasionally be provided to other federal agencies in response to a request for information in connection with the hiring or retention of an employee or to members of Congress in response to an inquiry made at the request of that individual.

Your Social Security number is used as your applicant identification number. Executive Order 9397 authorizes solicitation of your Social Security number for use as an identifier in personnel records management, thus ensuring proper identification of candidates throughout the selection and employment process. Furnishing your Social Security number, as well as other information requested on the form, is voluntary, but failure to do so may prevent timely processing of your application or may prevent us from registering you for the written examination.

Paperwork Reduction Act

The time burden of the online registration form is estimated at an average of 20 minutes, including the time needed to look for, get, and provide the information required. The Paperwork Reduction Act informs us that you do not have to provide the information requested if the form does not display a valid Office of Management and Budget (OMB) control number. The OMB control number, which is 405-0008, expires 09/30/2006. We would appreciate any comments on the estimated response burden and recommendations for reducing it. Please send your comments to A/RPS/DIR, U.S. Department of State, Washington, D.C. 20520.

Registering for the Exam

Beginning in 2006, all registrations for the Foreign Service Officer Written Examination must be completed online. This is the *only* form required to apply for the 2006 exam. The link to online registration will be available at www.careers.state.gov in mid-January, 2006. The exam is for entry-level Foreign Service Officer positions in the U.S. Department of State.

April 8, 2006 Test Date Registration Deadlines:

March 1, 2006 for Foreign Test Centers

and

March 8, 2006 for U.S. Test Centers

To obtain additional 2006 exam registration guides, write to:

Foreign Service Written Examination (FSWE)
U.S. Department of State
Examination Division
2401 E Street, NW, 5th Floor
Washington, DC 20522-0151

The guide may also be downloaded at our website, www.careers.state.gov.
As all registrations for the examination must now be completed online,
there is no longer a printed version of the application in this publication.

Important Information:

- (1) The Department of State plans to hire in all five career tracks.**
- (2) It is important that candidates who pass the written examination bring the DS-1950, SF-86 and the Statement of Interest with them to the oral assessment.**

This registration guide contains changes and important information not included in previous registration booklets.

Registration Information

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The Department of State is committed to equal opportunity and fair and equitable treatment for all without regard to race, color, national origin, sex, religion, age, disabling condition, sexual orientation, political affiliation, marital status, or prior statutory, constitutionally protected activity. The Department provides reasonable accommodation to applicants with disabilities. Applicants requiring a reasonable accommodation for any part of the application or hiring process should so advise the Department. All decisions for granting reasonable accommodation are made on a case-by-case basis.

Foreign Service Officer Written Examination

Examination Date: Saturday, April 8, 2006

Registration Deadlines:

- **March 1, 2006 for foreign test centers**
- **March 8, 2006 for U.S. test centers**

Completed online registrations must be received by these dates.

Eligibility Requirements to Take the Exam:

- Applicants must be citizens of the United States.
- Applicants must be at least 20 years old to apply. They must be at least 21 years of age to be appointed. All career candidates must be appointed to the Foreign Service prior to the date at which a candidate reaches age 60. Applicants must be at least 20 years of age and no older than 59 on the date of the examination. The age limit is based on date of birth; applicants are not eligible one day after their 59th birthday.
- Availability for worldwide assignment, including Washington, D.C.
- No applicant will be considered who has previously been separated from the Foreign Service under sections §607, §608, §610 or §611 of the Foreign Service Act of 1980, as amended, or who resigned or retired in lieu of separation under these provisions. In addition, no applicant will be considered who has previously been separated for failure to receive a career appointment under section §306 of the Foreign Service Act of 1980, as amended, or who resigned or retired in lieu thereof.
- *No specific educational level or proficiency in a foreign language is required for applicants.*

IMPORTANT REGISTRATION INFORMATION

One Foreign Service Written Examination This Year

For 2006, there will be only one written examination test date: Saturday, April 8, 2006. There is no limitation on the number of times you may take the written examination.

Alternate Test Date

For registrants whose religion precludes them from taking the Foreign Service Written Examination (FSWE) on April 8, 2006, our scheduled alternate date is Sunday, April 9, 2006.

Registration Deadline

Completed registrations must be received by these dates:

March 1, 2006 for foreign (overseas) test centers

March 8, 2006 for U.S. test centers

Admission Letter

After registering online, and if you provided an e-mail address, you will in turn receive directions for downloading your admission letter. Early registrants will receive their admission letters after February 1, 2006. Those registering February 1 and later can expect their admission letters within 72 hours. Admission letters for registrants who did not provide an e-mail address will be sent out via regular mail beginning February 1.

Results Letter

For online registrants who provided an e-mail address, a personal login ID and password chosen by them at registration will be required to retrieve their FSWE results letter online. It is the responsibility of the registrant to remember this ID and password. You will be sent an e-mail providing directions for downloading your results letter. Results letters for those who did not provide an e-mail address will be sent out via regular mail beginning in late July. If you change your mailing or e-mail address, write: ACT, Inc., Foreign Service Written Examination (82), P.O. Box 4070, Iowa City, IA 52243-4070. You may also fax the changes to ACT at 319-337-1122. Include your full name and Social Security number (SSN) in the request.

Career Track

Candidates should fully inform themselves about the five Foreign Service career tracks: Consular, Economic, Management, Political and Public Diplomacy. Descriptions of the career tracks are contained in this registration guide and at our website, www.careers.state.gov. Candidates will be required to select their career track when registering for the FSWE. If, after registration, you wish to change your career track selection, please do not contact ACT with your request. You will have the opportunity to change your career track selection on the morning of the written exam. No changes may be made after you have made your career track choice on the job knowledge test.

Career Track Testing

For 2006, the job knowledge portion of the FSWE will contain a general job knowledge section and career track specific sections. Each candidate will take the general job knowledge section of the exam and will also test in the **one** career track selected.

Section I

The Foreign Service of the United States

The Foreign Service--its name invokes visions of intrigue in faraway places. A career in the Foreign Service can offer excitement, challenge, and the satisfaction of serving your country. The Foreign Service is first and foremost a diverse corps of working professionals who are dedicated to representing America's interests and responding to the needs of American citizens in other countries.

If you are a U.S. citizen who cares about your country and its leadership in the international arena, and who is talented enough and tough enough to get the job done, consider a career in the Foreign Service. The world has gone through many dramatic changes recently, and the career diplomats of the Foreign Service have been in the forefront of those changes.

A Foreign Service career is more than just a job. It is a way to serve your country and reach your professional goals. While the Foreign Service requires uncommon commitment, and sometimes involves hardships, it also offers unique rewards and opportunities.

Diplomacy is America's first line of defense. Sustained military strength and flexibility are necessary to assure national security, but the conduct of U.S. relations with the nations of the world, through an effective international presence and discerning diplomatic leadership, is what makes the United States a force for peace. The diplomatic investments we make now to prevent conflict, promote democracy, and protect the environment, decrease the possibilities of much more costly conflicts later and help ensure the prosperity and well-being of the American people.

• Global Challenges of the New Diplomacy

The challenges to today's Foreign Service extend well beyond the confines of traditional diplomacy. There are many new issues of critical importance to our nation's foreign policy: strengthening democratization and human rights around the world, halting the proliferation of weapons of mass destruction, strengthening peacekeeping capabilities, dealing more effectively with global environmental problems, elevating our concern about global population, refugee and migration issues, fighting international crime and terrorism, dealing with ethnic and religious affairs, and penetrating new markets for American business.

To deal effectively in the foreign affairs environment of the twenty-first century, the Foreign Service must develop new skills and greater knowledge in areas such as administration and management, economics, trade, science, technology, and the environment.

To be truly representative of today's United States, the Foreign Service must consist of the best of America's people from all racial and ethnic origins, from diverse educational backgrounds, from varied economic and social backgrounds, and from every state in the nation.

- **The Lifestyle**

A career in the Foreign Service offers the pride and satisfaction that come from representing the United States and protecting American interests abroad. It can also involve uncommon hardships. Many overseas posts are in small or remote countries where harsh climates, health hazards and other discomforts exist, and where American-style amenities frequently are unavailable. To succeed in the Foreign Service, one must be strongly motivated, enjoy the challenge of formidable competition, and possess an ardent dedication to public service.

- **The Search**

The search for extraordinary women and men to serve as Foreign Service Officers is intense, and the qualifying process is rigorous, demanding, and highly competitive.

- **The First Step**

Those interested in taking the Foreign Service Written Exam (FSWE) must register prior to the established deadline dates. The FSWE will be given only once in 2006, at numerous locations in the United States and at U.S. embassies and consulates abroad.

- **Employment Time Frame**

Application to become a Foreign Service Officer begins with registration for the FSWE. Applicants who pass the written examination and the written essay must then successfully complete a day long oral assessment process, undergo a background investigation, receive a medical clearance, and pass the final suitability review, all described in this registration guide. This can be a lengthy process and one that requires a unique commitment from the candidate.

- **Timeframe**

Activity	For April 8 test date
Online Registrations accepted at ACT	Mid-January 2006 - March 8, 2006
E-mail notification of online admission letter availability begins	February 1, 2006
Deadline for receipt of registrations to take exam overseas	March 1, 2006
Deadline for receipt of registrations to take exam in U.S.	March 8, 2006
FSWE administered worldwide	April 8, 2006
Results letters ready for downloading or mailing	Late July 2006
Website for oral assessment scheduling opens	Late July 2006
Oral assessments begin	September 2006

- **What Does a Foreign Service Officer Do?**

Foreign Service Officers are the front-line professionals representing the Department of State at all U.S. embassies, consulates, and other diplomatic missions. They can be sent anywhere in the world, at any time, to serve the diplomatic needs of the United States. With representation in over 160 countries, the Department of State offers Foreign Service Officers unparalleled opportunities to serve their country.

The Department of State faces a growing and complex web of foreign policy challenges and therefore seeks not only candidates interested in political science and international relations, but also candidates who can manage programs and human resources. Transnational issues will also characterize the diplomacy of the future. Among these new priorities are counterterrorism, science and technology, including the global fight against diseases such as AIDS and efforts to save the environment, anti-narcotics efforts, and trade. The Department of State also has an increasing need for candidates with training and experience in 1) management and administration, and 2) economic policy issues.

The Department of State requires that applicants select a functional area of specialization, or “career track,” when registering to take the FSWE. The five Foreign Service career tracks are: Consular, Economic, Management, Political and Public Diplomacy. The choice of a career track is the first important decision potential Foreign Service Officers must make. Prospective candidates are urged to read carefully the following descriptions of the five career tracks, as well as the comprehensive supplemental information available at www.careers.state.gov.

CAREER TRACK CHOICES

- **Consular**

You are escorting an American woman who has come to retrieve her two children, abducted by their father from the United States. She has received permission from the local court to take the children home, but you are concerned she may encounter problems. Sure enough, she and the children are stopped by passport officers who place her under arrest for kidnapping. Through the police you discover that the father has obtained a stop order from a local prosecutor, and you quickly contact the Ministry of Justice to intercede for the American mother. Awaiting a reply at the airport police station, you see the father arrive to receive the children. You ask the police to intervene but they refuse. The Ministry of Justice finally responds, ordering the mother's release and giving her temporary custody of the children. She and the children leave without further incident and the matter is later resolved through the courts.

You will face many situations in your career as a consular officer requiring quick thinking under stress. You develop and use a wide range of skills, from managing resources and conducting public outreach to assisting Americans in distress. You are also the front line of defense in protecting U.S. borders from foreigners who seek to break U.S. laws.

As a junior officer, you will probably supervise several locally-hired employees as you manage the crucial work of adjudicating visas to determine who may enter the United States. You will also provide American Citizen Services (ACS) to assist American citizens in emergency situations, such as arrest or hospitalization, and with routine matters, such as passport issuance and notarial services. You will respond to inquiries from a range of sources, including attorneys and congressional offices. You will also work to combat consular fraud. You are the first and, in many cases, only contact many people have with the U.S. embassy or consulate.

As a mid-level officer, you will manage a small consular section or part of a large one, such as the ACS unit, anti-fraud unit or visa unit. You will probably supervise American junior officers and a number of Foreign Service National employees (FSNs). You will have the opportunity to make complex decisions regarding visas and American Citizen Services, show your resourcefulness, and resolve challenging management issues involving workflow and human resources. You will also provide guidance to junior officers in all areas of consular operations. If you work in the Consular Affairs Bureau in Washington, you will probably provide support to consular officers in the field on visa, ACS, fraud, and management issues.

As a senior officer, you will manage a large consular section and will supervise a number of American officers and local staff members. You will report to the embassy's senior management and to the Consular Affairs Bureau in Washington on all consular matters. In addition, you will engage in a variety of public outreach functions, such as speaking to the press or to American organizations. In a Washington assignment, you will probably head up an office with policy responsibility for fraud or visa operations, adoption and other children's issues, or other services.

- **Economic**

You are helping to negotiate a new “Open Skies” civil aviation treaty with a major European country that is a popular tourist destination for thousands of Americans. Your efforts will bring potentially millions of dollars of new business to U.S. airlines every week, lower prices for passengers, and result in more flights from which to choose. Even better, you soon see the results of your efforts as the U.S. airlines launch advertising campaigns for the upcoming tourist season.

As an economic officer, you use economic analysis skills to develop expert knowledge of the economic foreign policy issues facing the U.S. and to advance U.S. economic and commercial interests. You build wide contact networks in host countries to gain information on local developments and report and provide advice on these matters to Washington policy makers. You also advocate for U.S. interests both in bilateral and multilateral fora. American companies having interests in the host country may look to you for accurate information and help. You seek a fair playing ground for these companies, arguing against unfair barriers to trade. You also identify opportunities for U.S. exports and provide this information to the U.S. Department of Commerce and others. In Washington, you work with other agencies and with organizations outside of government, such as the U.S. Chamber of Commerce, the IMF and the World Bank. You may also work on related issues, such as those affecting the environment.

As a junior officer, you will work in a section under the direction of a more experienced officer. You will develop a network of contacts in the host government and local business community so as to keep informed on local developments. You will prepare economic analyses and may recommend strategies for implementation of U.S. policies. At a small post, you may supervise one or two locally-hired employees who work on trade issues, and manage a small commercial library.

As a mid-level officer, you may be chief of a small economic affairs section, supervising a small local staff and one or two junior officers. You may brief the Ambassador and visiting dignitaries and business people on local conditions and issues that affect U.S. policy, and support the visits of U.S. officials on these matters. You will report or supervise reporting to Washington. As instructed, you will seek to persuade the host government to support U.S. policies on a range of economic and commercial issues.

As a senior officer, you will have major responsibility for developing and implementing U.S. policy on bilateral and multilateral economic and trade issues, including debt relief, free trade, international finance and development assistance. You will handle a wide variety of sectors, from aviation to banking to transportation, working closely with U.S. Government officials in other agencies.

• Management

You are negotiating with a landlord for the lease of a multi-million dollar embassy annex when you receive a call from your office assistant. The Ambassador has asked you to participate in a meeting at the Ministry of Foreign Affairs to discuss street closures and building permit issues. You are then scheduled to attend the inter-agency housing board meeting, followed by a budget briefing and finally an evening event at the local international school.

As a management officer, you use the same skills as good business managers in multinational corporations. You employ the resources of the U.S. government to support the work of the Foreign Service. You and your team maintain U.S. government offices and residences, procure equipment, supplies and services for staff, supervise recruitment and hiring of all local staff, advocate for the interests of the embassy with the host government, and ensure efficient handling of budgets within complex regulations.

As a junior officer, you spend more time out of the office than in it. “Management by walking around” is how you solve problems. You may run a general services unit within the management office of a large embassy, or you may be the sole management officer in a small embassy. You learn the inner workings of the embassy, and come to know your customers: the Chief of Mission (Ambassador), Deputy Chief of Mission, Principal Officers, heads of other U.S. Government agencies, and the many local and American staff members (and their families). Working closely with your local staff, you have broad contacts with host-country officials and local business people. You use and develop your foreign language capabilities, test your negotiating skills, and learn what works in the host country’s culture and what doesn’t. You adapt to local levels of infrastructure support to make the embassy’s work possible. You have decision-making authority and autonomy to resolve problems.

As a mid-level officer, you will run a management office for a medium-size embassy or consulate, or perhaps supervise a human resources unit for more than 1,000 employees, including both American and locally-hired staff, at a large embassy. You may be responsible for the proper handling of a \$50 million budget. Your embassy may need maintenance for 200 government-owned and short-term leased residences and office buildings, or a 100-vehicle motor pool. As head of a management office, you may present documents to the host government on interpretation of diplomatic privileges and immunities, applications of tax reciprocity laws, spousal employment, and the treatment of American diplomats with customs or traffic violations. You may formally introduce to the embassy the latest management practices or other “best practices” business systems.

As a senior officer, as with senior officers in other career tracks, you may be a Deputy Chief of Mission or Ambassador, a Principal Officer at a large U.S. consulate, or a management counselor at one of our largest and most complicated posts. In a Washington assignment, you may direct an office that determines budget allocations for embassies throughout a region, funds and directs the building of new embassies, or coordinates assignments of Foreign Service personnel.

• Political

It is late on election night, but as the embassy's sole political officer you are in close touch with your media and host-country contacts, waiting for the final results for an urgent report to Washington. You have on hand biographies of host-country key figures who could be elected to the new government. For weeks you have analyzed their positions on issues vital to the United States, and consulted your contacts about the implications of the possible outcomes. In short, you know what you will write; you just need to know who won. Impatient, you consider phoning a good contact who is on the local election committee. You would like his inside view, but do not want anyone to think that you were involved in any way in the polling. Just then, the results are announced, and you quickly draft your report for the Ambassador's approval.

As a political officer, you often work behind the scenes to analyze and report on local issues and events. You have excellent communication skills, both oral and written, to convey clearly, concisely and persuasively often complex messages. In-depth knowledge of local culture and history helps you understand events and tailor the U.S. message most effectively. You also draw on that knowledge to advise U.S. policy makers of local views and their implications. You use interpersonal skills to develop close contacts for information exchange and to promote U.S. positions.

As a junior officer, you will likely have your own portfolio, probably focusing on one segment of society, such as the major groups in religion, labor or academia. You will make contacts with leaders of this segment, and with officials at the appropriate level in the major political parties, the Foreign Ministry, and other ministries. You may supervise a locally-hired political specialist who has developed many contacts in important segments of society and who advises you on local political and social developments. You will follow local newspapers and other publications, and accompany more senior officers on calls, taking notes and writing reports on the meetings.

As a mid-level officer, you will serve as political section head at a small post, where you will advise the Ambassador, maintain contacts with political figures, and supervise one or more junior officers and locally-hired political specialists. You will monitor and report on key issues, present demarches to the host government, and meet with other diplomats to explain the U.S. position on various issues and gather information. You will arrange visits of Washington officials, scheduling meetings and accompanying them to take reporting notes. You may serve at the U.S. mission to an international organization, where you will meet regularly with the organization's staff to present the U.S. view and collect information, or with officers from other missions to coordinate a response to a particular issue. You will assist U.S. delegations coming from Washington by gathering information and papers in advance, and by acting as their liaison with the secretariat and other delegations.

As a senior officer, you will manage a large political section and supervise a number of officers. You will advise the Ambassador and present demarches to the host government. You will meet regularly with political and social leaders, and perhaps give speeches explaining the U.S. position on a variety of issues. If assigned to Washington, you will likely direct the work

of an office or be an advisor to a senior Department official. You may head delegations to meetings abroad, both bilateral and multilateral. You will be responsible for drafting policy documents and statements for senior Department officials and for use by embassies abroad.

- **Public Diplomacy**

The front pages of the local morning newspapers prominently accuse the U.S. government of “environmental terrorism,” claiming U.S. involvement in a toxic waste dump north of the capital. You alert the Ambassador to the story and then, with the help of your locally-hired assistant, weigh its implications. You consult on the facts with the embassy’s economic officer and learn that an American company did play a role in the matter, but the Federal government did not. By mid-morning, you’ve edited the economic counselor’s draft press statement to ensure the facts and responsibility are clear. By noon, you’ve faxed it to local press and granted three radio interviews in the local language. Although some damage has been done to the U.S. image, you and your team have corrected misperceptions of American responsibility.

The work of a public diplomacy officer is varied and demanding. It involves a high degree of outside contact work, dealing with the independent media, Ministry of Information, universities, cultural and arts institutions, libraries, think tanks, and non-governmental organizations. You are the “face” of the U.S. embassy, maintaining contacts with key people who influence public opinion. You and your embassy colleagues identify key people and institutions where a special effort is vital to achieve mutual understanding. You depict U.S. views and policies accurately and serve as the antenna for local editorial and public opinion, detecting shifts that can affect U.S. interests. You need excellent communication and language skills, a strong sense of cultural and other nuances that affect how the U.S. message is received, and the management skills needed for handling cultural education exchanges and other programs.

As a junior officer, you will be assigned as assistant cultural or information officer, reporting to a public affairs officer. You may coordinate exchange programs that send embassy-selected individuals to the United States on three-week fact-finding tours, oversee the website and use of other new technologies, or you may serve on a local Fulbright selection board and monitor the travel and professional programs of grantees, both in your host country and in the United States. As an information officer, you will be the principal embassy contact for reporters, editors, broadcasters, and journalists who seek up-to-date and accurate fact checks on U.S. policy or assistance with methodology of fair reporting. Through your work in bolstering the media sector, you promote U.S. core values of free speech and transparency.

As a mid-level officer, you may manage the cultural or information section of a U.S. embassy, overseeing the budget, programming exchange opportunities, and organizing focused programs and discussion groups with local colleagues on topics of mutual interest. You may also be responsible for an information resource center or language institute. A mid-level officer often sits on Fulbright boards or chairs a Fulbright commission.

As a senior officer, you may manage regional or global exchange programs from Washington, or represent an embassy overseas as its spokesperson and as manager of its culture and media programs. You may be responsible for significant budget and staff resources and usually are

responsible for country-wide programs. As a senior country public affairs officer, you are a member of the Ambassador's senior staff and advise the Ambassador and other senior colleagues about the media, cultural, and educational climate of the country.

PREREQUISITES FOR PERFORMING WELL IN ANY CAREER TRACK

A 1997 job analysis of the Foreign Service Officer position identified certain knowledge, skills, and abilities (KSAs) which prospective Foreign Service Officers should possess prior to entry into the Foreign Service.

Knowledge of the following areas was identified as essential for success across all five career tracks (Consular, Economic, Management, Political and Public Diplomacy): proper English usage; U.S. society, culture, economy, history, government, political systems, and the Constitution; world history and geography; and world political and social issues. In addition, all Foreign Service Officers should have a general understanding of basic mathematics and statistics, computer usage, principles of management, interpersonal communication, and basic economic principles.

The 1997 job analysis also indicated that greater or more in-depth knowledge is needed in some areas, depending on the career track. In-depth knowledge may be required in the following areas: U.S. and international political and economic principles, issues, and history; U.S. government and non-governmental agencies and organizations and their interactions with the Department of State; U.S. diplomacy, democratic philosophy, and educational practices; U.S. policy issues and public and foreign policy formulation; legislation and laws related to Foreign Service issues; international economics, finance and commerce; administrative methods and procedures; interpersonal communication and behavior; and information and media resources.

In addition to the above, the 1997 job analysis also identified the following skills and abilities as important in the work of a Foreign Service Officer across all career tracks: strong interpersonal and communication skills; adaptability and stress tolerance; good problem-solving and decision-making skills; integrity and dependability; ability to plan and set priorities; and initiative and leadership.

THE FOREIGN SERVICE SELECTION PROCESS

- **Qualifying for Appointment to the Foreign Service Officer Program**

Most successful FSO candidates have at least a bachelor's degree. In recent years, many candidates have also had advanced degrees in international relations, economics, business administration, law, journalism, or other areas. Many also had work experience in various fields before their appointment and worked, attended school, or traveled overseas.

Please see page 1 of this guide for a list of eligibility requirements.

- **The 2006 Foreign Service Written Examination**

Entry into the Foreign Service involves extensive screening, part of which includes the Foreign Service Written Examination and a separate all-day oral assessment exercise. The FSWE is a day long test. It draws upon a candidate's writing skills, general background, experience and education, and measures knowledge of English expression and other subjects basic to the functions of Foreign Service Officers. The exam includes a biographic information questionnaire which measures skills and abilities such as integrity, problem solving, and cultural sensitivity. These attributes are important for effective performance in the Foreign Service.

On April 8, 2006, the FSWE will be given throughout the United States and at U.S. embassies and consulates abroad. Registration deadlines for the April 8, 2006 written exam are March 1, 2006 for foreign (overseas) test sites, and March 8, 2006 for U.S. test sites. Instructions for registering for the exam and sample questions are contained in Sections II and III of this registration guide.

- **Test Day**

FSWE registrants must report to their assigned test center not later than the time shown on their admission letter (usually 8:00 a.m. on test day). Please plan accordingly. The test day will end at approximately 2:10 p.m.

- **Examination Content**

Performance on the FSWE is based on the scored items in each section. In addition to the scored items, a small number of unscored items is included in the examination for research purposes. Since these items are indistinguishable from those that are scored, it is important that examinees answer all the items in each section of the exam to the best of their ability.

The FSWE consists of the following components:

- a test of job-related knowledge, consisting of a general job knowledge section and a career track specific section
- a biographic information questionnaire
- a test of English expression and usage
- a written essay

- **Job-Related Knowledge Test**

The job-related knowledge test measures the candidate's depth and breadth of knowledge and understanding of a range of subjects identified in the 1997 job analysis as important for performing the tasks required of Foreign Service Officers. Topics covered appear later in this registration guide. For 2006, this test will be organized into two sections: a general section taken by all candidates, and a section based on the career track that the candidate has selected.

The general job knowledge section of the test consists of questions concerning topics that were found to be equally important across all five career tracks. There are also five career track sections of this test that cover topics that were found to vary in importance among the five career tracks. Each candidate will complete one career track section corresponding to the career track he or she selected. **Each candidate must take both the general job knowledge section and also the career track specific section corresponding to the career track he or she has selected.** The career track sections are equal in length, and approximately equal in length to the general section. An overall score on the test will be determined by combining performance on the general section with performance on the career track section taken by the candidate. Separate scores for the general and career track sections will not be computed.

Prior to beginning the job-related knowledge test, candidates will mark the test form number for their selected career track on their answer sheet. After completing the questions in the general section, the candidate will immediately turn to and complete the questions in the career track section of the test booklet that corresponds to the career track that was marked on the answer sheet. **It is very important for candidates to immediately turn to and take the career track section that corresponds to the career track marked on the answer sheet. Scoring will be based on the career track test form number marked on the answer sheet.** Only one career track section may be taken. The career track section taken must correspond to the career track test form number marked by the candidate on the answer sheet, since this is the only career track section that will be scored. A single time limit will be allowed for completing both the general and career track sections; there will be no rest break between the general and career track sections.

- **Biographic Information Questionnaire**

The biographic information questionnaire measures the candidate's experience, skills and achievements in school, employment and other activities. The questionnaire does not penalize

candidates who have not gone to college, who have no previous work experience, or who have varied patterns of education and experience. Rather, it credits candidates for what they have achieved relative to the opportunities they have had. It is designed to supplement the other portions of the examination by providing an assessment of personal characteristics gained through experience, skills and achievements.

- **English Expression and Usage Test**

This test measures knowledge of correct grammar, usage, spelling, punctuation and organization required for written reports and for editing the written work of others. The test includes questions in each of these areas. Sample questions appear later in this registration guide.

- **Written Essay**

Candidates will be given a selection of topics, and will have fifty minutes to hand-write an essay on one topic. The essay will be evaluated on the quality of writing, including development of ideas, structure, clear language and the standard use of conventions—not on opinions expressed.

Passing first the written examination and then the written essay are requirements to continue in the selection process. The pass/fail score for invitation to the oral assessment process is determined by anticipated hiring needs.

- **Scoring**

A minimum score is established, and those who score above this minimum score will have their essays graded. Of those whose essays are scored, minimum scores for the multiple choice and the essay are established to determine who will be invited to the oral assessment.

- **Request for Re-Scoring Answer Documents**

The Department of State and ACT, Inc. maintain a variety of quality control procedures to ensure the accuracy of scores and score reporting. However, if you think a scoring error has occurred, you may submit a written request for re-scoring. The answer documents for all three multiple-choice sections will be re-scored by hand for a fee of \$30. The fee to re-evaluate the written essay section of the FSWE is also \$30. Copies of the written essay or multiple choice answer sheets will not be released or provided to examinees.

The results of re-scoring will be reported to you in writing about two to three weeks after the request is received. Requests for re-scoring must be received by ACT not more than five months after the test date. In your letter, identify yourself by your full name, SSN, and mailing address, and advise which section of the test you want re-scored. Enclose a check or money order payable to ACT, Inc. for the appropriate amount and mail to: ACT, Inc., Foreign Service Written Examination (82), P.O. Box 4070, Iowa City, IA 52243-4070.

- **Study Guide**

A study guide is available to help candidates prepare for the written examination and oral assessment. The study guide contains sample topics for the written essay and sample versions of the English expression and job knowledge segments of the written exam. Explanations of the answers for the two segments are provided as well. There are also examples of the biographic information questionnaire and the exercises in the oral assessment. The study guide may be ordered in hardcopy or downloaded from the State Department's website: www.careers.state.gov. There is also a study guide order form at the back of this guide.

- **Alternate Test Date**

Beginning 2006, all registrants, including those requesting testing on the alternate test date, must register for the FSWE online. Registrants whose religious beliefs preclude them from taking the examination on Saturday, April 8, 2006 may request to test on the **established alternate test date, Sunday, April 9, 2006**. The request must be in writing, and include a letter from the registrant's cleric to confirm the registrant's affiliation with a recognized religious entity that observes its Sabbath throughout the year on Saturday. The request must be received by the application deadline—March 1, 2006 for foreign (overseas) test centers, or March 8, 2006 for U.S. test centers—and must be sent with a copy of the online confirmation received after submission of an online registration. Requests are to be mailed to: ACT, Inc., Foreign Service Written Exam (82), P.O. Box 4070, Iowa City, IA 52243-4070. The registrant's SSN should also be provided with the request.

Those requesting testing on the alternate test date may initially receive an admission letter for the Saturday, April 8, 2006 test center, but will be reassigned to the alternate test center as soon as ACT receives and approves the registrant's documentation. The registrant will be reissued a new admission letter once ACT has established the alternate test center.

TESTING OF INDIVIDUALS WITH DISABILITIES

The FSWE is prepared and administered by ACT for the U.S. Department of State. In accordance with Federal law, the Department of State will provide reasonable accommodation to enable qualified applicants with disabilities to take the FSWE. Accommodation may include a reader provided by ACT, a person to record answers, a separate testing room, extra testing time, a braille or cassette version of the test, and/or large-print versions of the exam.

Beginning 2006, all registrants, including those requesting accommodations, must register online. Requests for accommodations and **complete**, current (within the last five years) supporting documentation must be received by the registration deadline—March 1, 2006 for foreign (overseas) test centers, or March 8, 2006 for U.S. test centers—and must be sent with a copy of the online confirmation received after submission of an online application. Send requests for accommodations and complete supporting documentation to: ACT, Inc., Foreign Service Written Exam (82), P.O. Box 4070, Iowa City, IA 52243-4070. **Requests that are incomplete or are not supported by appropriate documentation by the registration deadline may not be approved.** Candidates who need accommodations are requested to register as early as possible in order for ACT to have sufficient time to make the necessary arrangements.

Those receiving accommodation will receive a letter from ACT confirming the accommodation to be provided. If your request is incomplete or does not support the accommodation request, ACT will notify you in writing. You may then provide complete or updated documents prior to the deadline. Every effort will be made to assign you to your first choice of test center. However, some test centers may be unable to provide certain types of accommodation.

Application Requirements for Any Type of Disability

1. Completed registration. Beginning 2006, all registrants, including those requesting accommodations, must register online.
2. Your written request for accommodation, including:
 - (a) a detailed description of your disability; and
 - (b) a detailed description of the accommodation necessary for you to take the Written Examination. If additional testing time is necessary, your request must include the precise amount of time needed; for example, time and a half, or regular test time but longer breaks between sections.
3. A letter, prepared within the last five years and on office letterhead, from your physician or other specialist licensed or certified to diagnose and treat your disability. Your physician's or specialist's letter must include:
 - (a) current professional diagnosis of your disability;
 - (b) the specific accommodation required as a result of the disability;
 - (c) an explanation of the need for the accommodation and how the functional limits of the disability relate to test-taking activity; and

(d) the treatment provided and the last date of treatment.

4. A statement from you or your specialist or other doctor describing past testing accommodation, if any.

If the accommodation required includes additional testing time, your physician or specialist must include the precise amount of time needed **as well as the diagnostic basis for the additional time**. If the accommodation required is due to a diagnosis of a **cognitive (learning) disability**, your physician or specialist must include additional documentation.

Additional Documentation Requirements for Diagnosis of Cognitive (Learning) Disability

If you require testing accommodation due to a cognitive disability, your physician or specialist must provide the following documentation **in addition to what is described above**. All tests used by your physician or specialist to support a diagnosis of cognitive disability must be reliable, valid, standardized, and age appropriate. All standard scores and percentiles (including those of sub-tests) must be included in the documentation.

1. A report that includes a description of the **presenting problem(s)** and its (their) **developmental history**, along with a **specific diagnosis** and evidence that alternative explanations were ruled out.
2. A neuropsychological or psychoeducational evaluation that includes the results of an **aptitude assessment** using a complete and comprehensive battery. (The preferred instrument is the Wechsler Adult Intelligence Scale-III. Another acceptable instrument is the Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability.)
3. The results of a complete **achievement battery**, including a report of current levels of academic functioning in relevant areas such as reading (decoding and comprehension) and written language (e.g., the Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement; the Nelson-Denny Reading Skills Test; or the Scholastic Abilities Test for Adults).
4. The results of an assessment of **information processing** (e.g., short- and long-term memory, sequential memory, processing speed, executive functioning) using appropriate instruments (e.g., the Wechsler Memory Scale or relevant sub-tests from the Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability).
5. The results of other appropriate assessment measures to support a **differential diagnosis** or to disentangle the cognitive disability from co-existing neurological and/or personality disorders.
6. **If the diagnosed cognitive disability is attention deficit/hyperactivity disorder (ADHD)**, the physician or specialist should provide relevant batteries as described above to determine patterns that support attention problems.

The physician or specialist also must provide:

- a measure of reading speed;
- a review of DSM-IV diagnostic criteria for ADHD;
- a description of which impairment-causing symptoms were present in childhood;
- a description of which current symptoms have been present for at least the past six months, and how the symptoms relate to the test-taking activity.

• **Candidates with Disabilities**

The Department of State provides reasonable accommodation to Foreign Service candidates with disabilities throughout the pre-employment process. For qualified candidates who will require accommodation upon appointment, the Office of Employee Relations is responsible for determining whether reasonable accommodation can be provided. In order to be considered qualified, a candidate must meet all requirements for appointment to the Foreign Service. This includes having received an unlimited medical clearance from the Office of Medical Services or a waiver of the worldwide availability requirement from the Employment Review Committee.

• **Assessment Center and Oral Examination**

Based on performance on the written examination and the written essay, a limited number of candidates will be invited to participate in a full-day assessment center test exercise conducted by the Foreign Service Board of Examiners. Assessments are conducted in Washington, D.C. and in a limited number of other major cities in the United States. Travel to the oral assessment site is at the candidate's expense.

On your FSWE answer sheet, you will have the opportunity to indicate an assessment center location or advise us of a geographic preference for the oral assessment should you qualify. Oral assessments are expected to take place September 2006 to April 2007. The assessment center exercises are based on the 13 dimensions identified as common to Foreign Service jobs. The oral assessment tests the abilities and personal characteristics considered necessary to perform that work. Candidates are advised at the end of the assessment day if they are eligible to continue their candidacy. For more information and a sample of the oral assessment, go to www.careers.state.gov.

• **The Path to Appointment**

Candidates who pass the oral assessment, receive medical and security clearances, and pass a final suitability review, may be offered a time-limited appointment as a Foreign Service Officer career candidate, pending tenure.

• **Medical Clearance**

Those entering the Foreign Service must be able to serve at any overseas post. Many facilities are remote, unhealthy, or have limited medical support. Therefore, each candidate must meet

medical fitness standards which are, of necessity, often more rigorous than those of other professions. Prior to being appointed to the Foreign Service, candidates must have a thorough medical examination and receive an unlimited medical clearance for assignment worldwide. Candidates who pass the oral assessment are provided with instructions for the examining physician(s) which outline the precise requirements, and a voucher which authorizes the Department of State to pay for the exam. Candidates living within a fifty-mile radius of Washington, D.C. must have the medical exam performed by the Office of Medical Services. While candidates must be medically cleared for full overseas duty, the Department of State no longer considers the medical condition of eligible family members for pre-employment purposes. However, the Department still requires medical clearances for family members before they can travel overseas to accompany an employee on assignment at U.S. Government expense. Family members who, for medical reasons, cannot accompany an employee on an overseas assignment may be eligible to receive a separate maintenance allowance.

- **Worldwide Availability**

Worldwide availability is an essential qualification for appointment to the Foreign Service. Regardless of who administers the medical exam, the Department's Office of Medical Services determines whether or not a candidate is available for assignment to Department of State posts worldwide. Many medical conditions that require monitoring or follow-up care, or are prone to exacerbation in certain overseas environments, will likely result in a finding of non-worldwide availability and thus disqualify a candidate from eligibility. In cases where medical problems lead to a denial of medical clearance, the candidate may request a waiver of the worldwide availability requirement by the Employment Review Committee. The committee operates on a case-by-case basis, and only grants waivers if it is clearly in the best interests of the Foreign Service.

- **Background Investigation**

A comprehensive background investigation, conducted by the U.S. Department of State in cooperation with other federal, state, and local agencies, provides information necessary to determine a candidate's suitability for appointment to the Foreign Service and for a top secret security clearance. The process considers such factors as: failure to repay a US Government-guaranteed loan or meet tax obligations, or failure to register for the Selective Service; past problems with credit or bankruptcy; unsatisfactory employment records; a criminal record or other violations of the law; drug or alcohol abuse; and less than honorable discharge from the armed forces. Extensive travel, education, residence and/or employment overseas may extend the time it takes to obtain a clearance. Candidates who are found unsuitable for the Foreign Service as a result of the background investigation, or who cannot be granted a security clearance, are ineligible for appointment.

- **Final Review Panel**

When the security clearance process is completed, the Board of Examiners will convene a Final Review Panel. The panel assesses all of the information related to the applicant to determine

suitability for appointment to the Foreign Service. All Foreign Service applicants must receive a valid medical, security and suitability clearance as a final condition of employment.

- **Career Track Registers**

Candidates who pass the oral assessment and who have successfully passed the security background investigation, the medical clearance and the final suitability review process, are placed on the appropriate rank-order career track register (based on the career track chosen by the candidate). A candidate's rank on the register may be raised by qualifying for veteran's preference and/or demonstrating proficiency in a foreign language. Appointments to entry-level positions are made from the five registers. It is important to note that a candidate is not assured of a firm offer of employment by being on a register. Candidates may remain on the register for 18 months.

- **Yearly Hires**

The number of candidates hired each year varies with the needs of the Foreign Service and does not always equal the number of candidates on the registers. Every attempt is made to give new employees ample time to make personal arrangements to come on board.

- **Entry Level Salary Range**

Since the Foreign Service is a career service, appointments are made at one of three entry levels based on the candidate's education, professional experience and, if applicable, current Federal base salary. Fluency in certain foreign languages may qualify candidates for language incentive pay while serving at posts where these languages are used. Information on the 2006 entry-level FSO salary ranges will be available at our website, www.careers.state.gov, in January 2006.

- **Training**

On entering the Foreign Service, all new officers receive several weeks of basic orientation at the George P. Shultz National Foreign Affairs Training Center in Arlington, Virginia. An officer can expect up to seven months of subsequent training prior to the first overseas assignment, much of it involving foreign language instruction, as needed. New officers whose first overseas assignment is to a country where they already have professional competence in the language spoken there may have a significantly shorter training period.

- **Tenuring and Commissioning**

FSOs are reviewed for tenure and commissioning over a five-year period and are first reviewed after three years of service. Most career candidates can expect to be commissioned as FSOs before the end of their time-limited appointment, following approval by the Foreign Service Commissioning and Tenure Board.

Section II

Registering for the Examination

Please make sure you meet all the eligibility requirements on page 1 of this registration guide before you register to take the Foreign Service Written Examination. No exceptions can be made to the eligibility requirements for Foreign Service Officer candidates. Those interested in taking the exam must register in advance. Please carefully read this registration guide before completing your online registration.

To take the FSWE on April 8, 2006, each registrant, including those requesting accommodations or approval to take the examination on the alternate test date, must register in advance by submitting a completed 2006 registration form online. You will be able to access the link to online registration at www.careers.state.gov beginning in mid-January 2006. Those applying for testing accommodation or the alternate test date will also need to mail supporting documentation to ACT before the applicable registration deadline.

If you are having difficulty registering for the exam online, please contact ACT. Those calling from the U.S. may call ACT at (800) 205-6358; the number for those calling from overseas is (319) 341-2500. ACT is available to receive and answer calls between 8:30 a.m. and 5:00 p.m. Central time. You may also contact ACT by e-mail at fswe@ACT.org, or through their FAX number, (319) 337-1122. ACT will be able to provide you with the alternative registration form and assist you with filling out the form. Please be prepared to give ACT all necessary registration information.

It is to your advantage to register early. Every effort will be made to register you for the test center of your choice; however, space at some test centers is limited. It is the registrant's responsibility to ensure that the registration for the April 8, 2006 FSWE is **received** no later than March 1, 2006, for foreign (overseas) test centers, or March 8, 2006, for U.S. test centers.

Early online registrants who provided an e-mail address can expect admission letters after February 1. Those registering February 1 or later can expect their admission letters within 72 hours. Registrants without e-mail addresses will receive their admission letters by regular mail after February 1.

For online registrants who provided an e-mail address: If you do not, after February 1, receive your admission letter within 72 hours of registration, please telephone ACT. Those calling from the U.S. may call ACT at (800) 205-6358. The number for those calling from overseas is (319) 341-2500. ACT is available to receive and answer calls between 8:30 a.m. and 5:00 p.m. Central time. You may also contact ACT by e-mail at fswe@ACT.org, or by FAX at (319) 337-1122. Please be sure that you give ACT all necessary information, including a phone number where you can be reached between 8:30 a.m. and 5:00 p.m. Central time.

The only testing location at which you are guaranteed a seat to take the FSWE will be shown on your admission letter. Please have the admission letter with you when you arrive at the assigned testing center. Test supervisors will admit those applicants having an admission letter

for that specific test site. If space is available, those with valid admission tickets to other test sites will be admitted.

- **Use of Data Collected on the 2006 Registration Application**

The information requested on the registration application, in addition to that necessary for preparing and issuing admission tickets and attendance rosters, will be used to help improve future examinations and to conduct research studies based on the results of the examination. None of the responses to these questions or items on the registration application will be reflected in the scores reported for individual applicants, nor do they represent qualifications or pre-conditions for registration. Your cooperation in providing responses to all items will be greatly appreciated.

The collection of information concerning disabilities is authorized by the Rehabilitation Act of 1973, as amended. The information is used to locate individuals for voluntary participation in surveys and to prepare statistical reports on the hiring, placement, and advancement of people with disabilities.

Information on the race, national origin, and sex of the applicants is collected in accordance with Title VII of the Civil Rights Act of 1964, as amended, and Federal Sector Equal Employment Opportunity Regulations (29 C.F.R. 1614.601). It is disclosed only in the form of gross statistics in reports, studies or other analyses to help ensure that agency personnel practices meet the requirements of Federal law.

- **Admission to the Test Center**

If you provided an e-mail address when you registered online, you will in turn receive directions for downloading your admission letter. Early registrants will receive their admission letters after February 1, 2006. Those who registered February 1 or later can expect their admission letters within 72 hours. Admission letters for registrants not providing an e-mail address will be sent out via regular mail beginning February 1.

Every consideration is given to assign you to the requested test center, but because of space limitations, this is not always possible. In large metropolitan areas, some test centers will be located in suburban areas. Be sure to take your admission letter with you to the test center address shown on your letter; you will be required to show it to the test center supervisor. Also take a second means of identification, such as a government-issued ID, driver's license, passport, or any document bearing your photograph. Test center supervisors are authorized to refuse admittance to applicants whose identities cannot be positively established.

The admission letter is not transferable to another person.

If you lose your admission letter, or if you have not received it **ONE WEEK** before the test date, immediately notify ACT at (800) 205-6358 or (319) 341-2500 between the hours of 8:30 a.m. and 5:00 p.m. Central time to request confirmation that you are actually registered and authorization to take the April 8, 2006 examination. If you are properly registered, and it is

too late to mail an admission letter, ACT will fax a copy of the admission letter or you will be given the test center reporting location and reporting time.

- **Regulations at the Test Center**

The staff of each test center will observe certain common procedures to ensure that all applicants have equal testing time and that the operation of the center meets the requirements for standardized testing.

The Foreign Service Written Examination will be given only on the day and time scheduled. Makeup examinations cannot be authorized for any reason.

You should report to the test center at the time shown on your admission letter. Actual starting time of the exam may vary at different centers due to differences in the amount of time necessary for pre-test administrative procedures. If you report to the center later than the time stated on your admission letter, you will not be admitted.

No pencils or pens are furnished at the center. Bring an eraser and three or four No. 2 pencils for marking your answer sheets and two black-ink pens for completing your essay.

Applicants are not permitted to continue any part of the examination beyond the established time limit. Bring a watch (see limitations listed below) since there may not be a clock visible to you in the testing room. Proctors are present throughout the examination.

Scoring will be based on the number of questions you answer correctly; there is no penalty for guessing.

The only things candidates are permitted to bring into the testing room are soft-lead (No. 2) pencils, erasures, and black-ink pens for the essay. For example, candidates may not bring highlighters, backpacks, purses, briefcases, food or drink, beeping alarms, calculator watches, wristwatches with a picture-taking feature, pagers, cellular phones, books, notes, scratch paper, Palm Pilots or other hand-held computers, any type of digital assistants or wireless e-mail devices, rulers, calculators, cameras, radios, tape recorders, lapboards/ deskboards, or aids of any kind into the testing room. Candidates may not wear hats, earplugs, or earphones. Any such materials brought by applicants must be collected by testing staff and will be returned when the applicant has completed the examination and leaves the testing room. Test center supervisors will not permit anyone found with such materials after the test begins to continue the test.

The margins of the test book may be used for notes and figuring. All responses must be marked on the answer sheet. No credit will be given for work done in the test book.

If an applicant is discovered engaging in any kind of misconduct during the course of the test administration (e.g., creating a disturbance; giving or receiving help; using notes, books, or papers of any kind; working on one section of the test during the time allotted for another section; removing test materials or notes from the test room; or taking part in an act of

impersonation), the applicant will be dismissed from the center, and the answer sheet will not be scored.

- **EEO Contact**

Candidates who believe that they have been discriminated against during the pre-employment process must contact the Office of Equal Employment Opportunity and Civil Rights, U.S. Department of State, at (202) 647-9294, within 45 days of the alleged discriminatory act.

- **Reporting Results**

Results letters will be available in mid to late July. If you provided an e-mail address when you registered online, you will be sent an e-mail providing directions for downloading your results letter. The results letter will specify whether or not you will be invited to the oral assessment phase of the Foreign Service Officer selection process. Your personal login ID and password that you used to register online will be required to retrieve your April 2006 FSWE results letter online. **If you provided an e-mail address when you registered online you will be required to retrieve your letter online. Your letter will NOT be mailed to you.** If you did not provide an e-mail address, your results letter will be sent directly to the address you entered online and which was reflected on your admission letter. **The results letters for those who passed the FSWE will include a website for scheduling the date and location of the oral assessment.**

The Foreign Service Written Examination is graded on a pass/fail basis. The pass/fail score is based on the level of test performance needed to ensure acceptable proficiency on the job. The number of candidates invited to the oral assessment may be based in part on hiring needs.

Test results will not be reported on the telephone for any reason.

If your address is expected to change prior to the exam results notification date, you will be given the opportunity to make the necessary changes on your answer document and give it to the supervisor at the test center. You may also call ACT at (800) 205-6358 or (319) 341-2500 between 8:30 a.m. and 5:00 p.m. Central Time about the change or send an e-mail to: fswe@ACT.org.

All inquiries concerning the reporting of exam results should be sent in writing to: ACT, Inc., Foreign Service Written Examination (82), P.O. Box 4070, Iowa City, IA 52243-4070. You may also call (319) 341-2500, or toll free, (800) 205-6358 between 8:30 a.m. and 5:00 p.m. Central time, or e-mail ACT at fswe@ACT.org. Any other inquiries about the examination should be addressed to the Staff Director, Board of Examiners, U.S. Department of State, 2401 E St NW, 5th Floor, Washington, D.C. 20522.

Section III

Sample Written Exam Questions

1. Job Knowledge Test

To familiarize you with representative types of questions that appear in this part of the Foreign Service Written Examination, the following sample questions are provided. They are intended as examples of the subject matter covered by this test, not the degree of difficulty. An answer key can be found at the end of the Sample Tests.

General Section

DIRECTIONS: Each question or incomplete statement below is followed by four suggested answers or completions. Select the one that is best in each case.

Knowledge Area: United States Government (general understanding of the composition and functioning of the Federal government, the Constitution and its history, the structure of Congress and its role in foreign affairs, as well as the United States political system and its role in governmental structure, formulation of government policies, and foreign affairs)

1. A political device of drawing irregular district lines in order to favor one political power over another is called:
A. gerrymandering.
B. filibustering.
C. federalizing.
D. rezoning.
2. Congress can override a Presidential veto of a congressional bill by:
A. not signing the bill.
B. passing the bill again by a two-thirds majority in both houses.
C. filibustering.
D. voting to place the bill in the congressional record.
3. Which of the following amendments to the Constitution affect the political process by declaring that the Federal government should not interfere with the press?
A. First
B. Fifth
C. Seventh
D. None – no amendment refers to the press

Knowledge Area: United States Society and Culture (general understanding of major events, institutions, and movements in national history, including political and economic history; as well as national customs and culture, social issues and trends, and the influence of U.S. society on foreign policy and foreign affairs)

4. The primary medium for the diffusion of American popular culture throughout the world following World War I was:
A. motion pictures.
B. newspapers.
C. radio.
D. books.
5. The architect Maya Lin is known for designing the:
A. Paris Las Vegas Hotel, Las Vegas.
B. Vietnam Veterans Memorial, Washington, DC.
C. Sears Tower, Chicago.
D. Getty Museum, Los Angeles.

Knowledge Area: World History and Geography (general understanding of significant world historical events, issues, and developments, including their impact on U.S. foreign policy, as well as knowledge of world geography and its relationship to U.S. foreign policy)

6. The most economical route for an oil pipeline from Turkmenistan to world export markets would cross:
A. Iran.
B. Afghanistan.
C. Uzbekistan.
D. Pakistan.

7. The purpose of the South African policy of apartheid was best described as the:
- segregation of blacks from English-speaking whites.
 - control of immigration from neighboring countries.
 - protection of the economic, political, and social status of Afrikaners.
 - promotion of equal opportunity for various racial groups.

Knowledge Area: Economics (general understanding of basic economic principles, as well as a general understanding of economic issues and the economic system of the United States)

8. The Council of Economic Advisers advises which of the following on monetary and fiscal policy?
- The Federal Reserve Bank
 - The Joint Economic Committee of Congress
 - The President of the United States
 - The Senate Budget Committee
9. All of the following are examples of United States products that would typically fail to be produced to optimal output without government intervention EXCEPT:
- national defense products.
 - light provided by lighthouses.
 - new automobiles.
 - new highways.

Knowledge Area: Mathematics and Statistics (basic mathematical and statistical procedures and calculations)

10. After a 3 percent raise and a \$3,000 bonus, a worker's salary increased to \$50,000. What was the worker's salary before the raise and bonus?
- \$48,544
 - \$47,000
 - \$46,910
 - \$45,631
11. The test scores for seven students are 90, 90, 70, 40, 80, 90 and 100. What is the median score for this group?
- 70
 - 80
 - 85
 - 90

Knowledge Area: Management (general understanding of basic management and supervisory techniques and methods. Includes knowledge of human psychology, leadership, motivational strategies and equal employment practices)

12. The primary guideline for effective delegation of tasks to subordinates is to:
- delegate to subordinates only when necessary.
 - delegate both pleasant and unpleasant tasks to subordinates.
 - provide subordinates information on a "need-to-know" basis.
 - provide assistance to subordinates whenever it is requested.
13. A work group that has high performance norms and low cohesiveness will most likely have which of the following levels of performance?
- Very high
 - High
 - Moderate
 - Low

Knowledge Area: Communication (general understanding of principles of effective communication and public speaking techniques, as well as general knowledge of the common sources of information, public media and media relations)

14. Posing rhetorical questions, telling a story, and providing a quotation are all techniques that help a public speaker to:
- arouse audience curiosity.
 - avoid audience questions.
 - increase audience anxiety.
 - avoid visual aids.
15. Unless told otherwise, a professional journalist will most likely consider anything said by a source to be:
- off the record.
 - on the record.
 - on background.
 - not attributable.

Knowledge Area: Computers (general understanding of basic computer operations such as word processing, databases, spreadsheets, and preparing and using e-mail)

16. It is common practice of e-mail users to have some specific text automatically appear at the end of their sent messages. This text is called their:
- A. attachment.
 - B. subject.
 - C. signature.
 - D. protocol.

**End of the GENERAL section of the Job Knowledge Test.
GO IMMEDIATELY TO THE CAREER TRACK SECTION.**

Once you have completed the GENERAL section of the Job Knowledge Test, you must immediately go on to the CAREER TRACK section. (There is no break between the GENERAL and CAREER TRACK sections.) To go on to the CAREER TRACK section selected on your answer sheet, immediately turn to the corresponding page listed below. You must answer ONLY ONE Career Track section, the Career Track section corresponding to the career track that you marked on your answer sheet.

Career Track	Questions	Start Page
1. Management	17 – 26	*
2. Consular	17 – 26	*
3. Economic	17 – 26	*
4. Political	17 – 26	*
5. Public Diplomacy	17 – 26	*

***Each Career Track section will start on a different page in the actual test booklet.**

Career Track Section

The sample questions for the career track section are intended to be broadly representative of topics that are likely to be covered in all five of the career track sections. In the actual test, however, the number of questions in each of these topic areas will depend on the career track section taken, in accordance with the relative importance of the topic for each particular career track.

After completing the general section, candidates will immediately turn to and take the career track section in the test booklet that corresponds to the career track test form number they mark on the answer sheet. A single time limit will be allowed for completing both general and career track sections; there will be no rest break between the general and career track sections.

After completing the general section, it is very important for candidates to immediately turn to and take the career track section of the test booklet that corresponds to the career track test form number marked by the candidate on the answer sheet; scoring will be based upon the career track test form number marked on the answer sheet. Only one career track section may be taken. The career track section taken must correspond to the career track test form number marked by the candidate on the answer sheet, as this is the only section that will be scored.

Selection of a career track should be guided by the candidate's career track interests, not by comparison of item content across career track sections. Differences between career track sections in content emphasis may be subtle. From a time management perspective, time taken by the candidate to make comparisons between career track sections will reduce the time available for completing the test.

DIRECTIONS: Each question or incomplete statement below is followed by four suggested answers or completions. Select the one that is best in each case.

Knowledge Area: U.S. and International Political and Economic Principles, Issues and History

17. The National Labor Relations Act established:
- A. a “cooling off” period before workers in a critical industry could strike.
 - B. the right of federal workers in non-defense agencies to organize and strike.
 - C. the government’s right to prohibit strikes by industrial workers during wartime.
 - D. collective bargaining and the right to organize as national policy.

Knowledge Area: U.S. Government and Non-Governmental Agencies and Organizations and Interactions with the State Department

18. The primary purpose of the World Bank is to:
- A. regulate private banks and other financial entities.
 - B. help governments fund development projects that do not attract private investors.
 - C. prevent and resolve financial crises in developing countries.
 - D. manage the global exchange rate regime.

Knowledge Area: U.S. Diplomacy, Democratic Philosophy, and Education Practices

19. Although all democratic countries are fundamentally pluralist, they differ considerably from one another in terms of:
- A. the relative strength of private associations in relation to the state.
 - B. the extension of voting rights to citizens living in core and peripheral states.
 - C. their avowal of the rights of citizens to associate with one another for political purposes.
 - D. the government’s ownership of the means of production.

Knowledge Area: U.S. Policy Issues and Formulation of Public and Foreign Policy

20. Which of the following were among the provisions of the February 2004 U.S. policy aimed at addressing the humanitarian concerns of landmine use?
- A. Signing the Ottawa Treaty despite reservations about some of its provisions
 - B. Discontinuing the use of anti-personnel landmines in all but the Republic of Korea by the end of 2004
 - C. Increasing funding for mine recovery and switching from persistent land and anti-personnel mines to self-destructing types
 - D. Removing stockpiles of U.S. landmines that have been stored in populous areas of other countries

Knowledge Area: Legislation and Laws Related to Foreign Service Issues

21. The Freedom of Information Act, enacted by the Congress in 1966, was expanded in 1996 to encompass:
- A. audiotaped transcripts.
 - B. Supreme Court deliberations.
 - C. electronic records.
 - D. Presidential campaign contributions.

Knowledge Area: International Economics, Finance, and Commerce

22. The largest source(s) of external financing for developing nations is:
- A. loans from the World Bank.
 - B. grants from developed-nation governments.
 - C. loans from private banks.
 - D. foreign direct investment.

Knowledge Area: Administrative Methods and Procedures

23. In federal government budgeting, “mandatory” spending differs from “discretionary” spending in which way?
- A. Legislative committees may not cut mandatory spending levels.
 - B. Mandatory spending is not subject to the annual appropriations process.
 - C. Discretionary spending increases in one budget category must be offset by reductions elsewhere.
 - D. Bills to recategorize mandatory funding as discretionary must originate in the House.

Knowledge Area: Interpersonal Communication
and Interpersonal Behavior

24. Team performance can be evaluated based on any single method or combination of the methods listed EXCEPT:
- A. benchmarking against other teams in similar organizations.
 - B. observation by an outside consultant.
 - C. testing individual members' knowledge of material addressed by the team.
 - D. debriefing sessions with team members, leaders, and management.

Knowledge Area: Information and Media
Resources

25. Which of the following Web-based international news sources is published by the Council on Foreign Relations?
- A. <http://www.pressdigest.org>
 - B. <http://www.foreignaffairs.org>
 - C. <http://www.associateprogram.com>
 - D. <http://www.info-strategy.com>

2. English Expression Test

DIRECTIONS: In the passages that follow, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for each underlined part. You are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose option A., which is the same as the original version.

You may also find questions about a section of the passage, or about the passage as a whole. These questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box.

For each question, choose the alternative you consider best and circle the letter of that choice. Read each passage through once before you begin to answer the questions that accompany it. You cannot determine most answers without reading several sentences beyond the question. Be sure that you have read far enough ahead each time you choose an alternative.

¹The poaching of elephants, which goes on in the African nation of Chad, is a serious problem.

The national parks director advised the U.S. embassy on January 11 that poaching has been on the increase

since the prohibition on ²three African states on hunting and the ivory trade were revised. Statistics

³maintained by the Parks Department show that during the January 1997 to June 1998 period, a

total of 41 elephants were killed in Zakouma National

Park, where there is, at last count, a seasonal population of 2,000 elephants.

Statistics for the ⁴most recent six-month period are still being compiled by the Parks

1. A. The poaching of elephants, which goes on in the African nation of Chad, is
B. The poaching in the African nation of Chad of elephants is
C. The poaching of elephants in the African nation of Chad is
D. In the African nation of Chad the poaching of elephants are

2. A. three African states on hunting and the ivory trade were revised.
B. hunting and the ivory trade in three African states were revised.
C. three African states on hunting and the ivory trade was revised.
D. hunting and the ivory trade in three African states was revised.

3. A. maintained by the Parks Department
B. maintained, by the Parks Department,
C. by the Parks Department
D. the Parks Department maintains,

4. A. most recent six-month period are still
B. just passed six-month period are still in the process of
C. six-month period that just passed is still in the process of
D. most recent six-month period is still

⁵Department, however the department director, he was unequivocal about there being an overall worsening of the situation. He maintained that approximately five elephants per month ⁶is being killed, but that these

figures ⁷take into account incidents within Zakouma Park only, where the Parks Department maintain, some capacity to monitor the situation. Elephant populations also exist outside the park, and during the rainy season, even the Zakouma population is forced into

a dry-season dispersal area to the west and north ⁸that appears to be lots larger than the park itself. Poaching does occur in these ⁹zones, but it is more difficult to monitor than in the park.

¹⁰Since two game wardens were shot, and killed by poachers in Zakouma Park in December 1997,

the government of Chad has temporarily increased ¹¹it's military presence in the zone, which, according to the

5. A. Department, however the department director, he was unequivocal about there
B. Department, however, the department director was unequivocal for their
C. Department. However, the department director was unequivocal about their
D. Department. However, the department director was unequivocal about there

6. A. is being killed, but that
B. is being killed, but that,
C. are being killed, but that
D. are being killed, but that,

7. A. take into account incidents within Zakouma Park only, where the Parks Department maintain, some
B. take into account incidents within Zakouma Park only, where the Parks Department maintains some
C. take into account incidents, within Zakouma Park only, where the Parks Department maintains some sort of
D. accounts for incidents within Zakouma Park only, wherein the Parks Department maintains some

8. Assuming that all of the following are accurate, which one provides information about the dispersal area while maintaining the tone of the passage?

- A. that appears to be lots larger than the park itself.
B. about the same shape as the park but four times the size.
C. with lots of room for other elephants and different kinds of animals.
D. that is about four times the size of the park itself.

9. A. zones, but it is more difficult to monitor than
B. zones. But it is more difficult to monitor then
C. zones; but it is most difficult to monitor then
D. zones: but it is more difficult to monitor than

10. A. two game wardens were shot, and killed by poachers
B. the fatal shooting and killing of two game wardens by poachers
C. poachers used guns to kill two game wardens
D. poachers shot and killed two game wardens

11. A. it's military presence
B. its military presence
C. its militarys' presence
D. it's military, present

park director, has had a somewhat dissuasive effect this past month.

The U.S. embassy anticipates holding a training exercise for park rangers in March or April of this year and ¹²will soon be transferring two vehicles to the park. The embassy has also sought funding from the Department of Interior's African Elephant Conservation Fund in an effort to ¹³help to conserve Chad's elephant population. ¹⁴In addition, the embassy is discussing with the U.S. Forest and Wildlife Service the possibility ¹⁵that an official would be in Chad for a specific purpose. [16]

12. A. will soon be transferring
B. would soon be transferring
C. soon would have transferred
D. soon transferred
13. A. help to conserve
B. conserve
C. conserve and maintain
D. ensure the conservation and safety of
14. A. In addition,
B. At this place in time,
C. When all is said and done,
D. As you will come to know,
15. Given that all of the following choices are true, which one would provide the clearest and most relevant information to the paragraph?

A. that an official would be in Chad for a specific purpose.
B. that someone would be sent to Chad with the purpose being to assess the particulars of the situation.
C. of its sending an official to Chad to assess the situation.
D. of an official visit to Chad, sent by them for the sole purpose of the assessment.
16. Which of the following sentences best summarizes the last paragraph?

A. The U.S. embassy in Chad has an excess number of vehicles.
B. The U.S. has an interest in the fate of Chad's elephant population.
C. The U.S. Department of Interior has expanded its sphere into international arenas.
D. Chad has an insurmountable elephant problem.

Questions 17-25: In the following sentences, certain words and phrases are underlined and numbered. Each sentence is followed by alternatives for each underlined part. Choose the alternative that best expresses the idea in standard written English. If you think the original version is best, choose option **A.**, which is the same as the original version.

The Office of Ecology and Terrestrial Conservation

leads the formulation of policies to address international threats to biodiversity, ¹⁷notably land degradation, invasive species, and illegal trade.

17. A. notably
B. notable
C. more notably
D. more notable

There is a controversy over a series of apparent incursions across a border line ¹⁸drawn in 1923.

18. A. drawn
B. which is drawn
C. where it was drawn
D. drawing

Last Sunday's parliamentary election ¹⁹delivery of a stinging setback to the governing Liberal Party.

19. A. delivery of a
B. was delivered by a
C. delivered a
D. deliverance of that

A large segment of Lapatria's officer corps ²⁰have been receiving U.S. training.

20. A. have been receiving
B. have received
C. are receiving
D. has received

The ambassador and ²¹myself were in attendance at the ceremony.

21. A. myself were in attendance at
B. I attended
C. me were in attendance at
D. myself attended

If we ²²had had the map, we might ²³of went further inland.

22. A. had had
B. have had
C. had
D. have

23. A. of went
B. have went
C. of gone
D. have gone

Sustainable development involves enriching our people without impoverishing our planet and is a compelling moral and humanitarian issue. But sustainable development is also a security imperative. [24]

24. Which of the following sentences, inserted here, would best explain how sustainable development relates to security?

- A. When we talk of sustainable development, we are talking about the means to unlock human potential through economic development based on sound economic policy.
B. Achieving sustainable management of natural resources worldwide requires the cooperation and commitment of all countries.
C. The best social development is based on investments in health and education and responsible stewardship of the environment.
D. Environmental degradation coupled with poverty and despair causes social instability that can spread from individual countries to entire regions.

The Inter-American Convention Against Corruption covers corrupt practices on both the national and international ²⁵level, furthermore, it commits nations to bringing domestic law into compliance with the convention.

25. A. level,
B. level
C. level;
D. level—

3. Sample Written Essay Topics

You will have 50 minutes to write an essay on your choice of one of several topics. Sample topics are provided below.

When composing your essay, you should present your point of view clearly and support it. Your writing will be evaluated on the quality of the writing, not the opinions expressed. A successful essay should have an obvious structure and clear thesis supported by relevant substantiating details. It should show your ability to analyze a topic in a way that is appropriate for the intended audience. The writing should be coherent with only occasional lapses that do not impede flow or readers' comprehension. Language should be generally concise with clear and appropriate word choice. The language should also be free of errors in grammar and syntax, with only minor errors in spelling and punctuation. There is no limit on length.

1. Although rates for violent crime have fallen in the last few years, as a society we must continue to be concerned about existing crime rates and how to prevent violent crimes from occurring. Some argue that the most effective means of preventing crime is to expand police forces, particularly in large urban areas, and put more police officers on the street. Others argue that more effective gun control laws are needed to reduce the number and kinds of guns available to criminals. Still others argue that imposing stiffer legal penalties and keeping criminals in jail longer are the best means of preventing violent crime. In your view, what is the most effective public policy for preventing violent crime? Carefully explain the rationale for your position.
2. In recent years, there have been a number of mergers between firms in entertainment, communications, publishing, banking, automobile manufacturing, and other industries. Some people think that mergers result in lower operating costs, greater efficiency, and increased productivity for businesses. Others think such mergers are beneficial because they result in enhanced services and lower costs for consumers. However, some argue that mergers are not beneficial for society because they often result in loss of jobs and may reduce people's access to goods and information. In your view, are mergers beneficial? Carefully explain the rationale for your position.

SAMPLE TEST QUESTIONS ANSWER

Job Knowledge Test			English Expression Test		
1. A	11. D	21. C	1. C	11. B	21. B
2. B	12. B	22. D	2. D	12. A	22. A
3. A	13. C	23. B	3. A	13. B	23. D
4. A	14. A	24. C	4. A	14. A	24. D
5. B	15. B	25. B	5. D	15. C	25. C
6. A	16. C		6. C	16. B	
7. C	17. D		7. B	17. A	
8. C	18. B		8. D	18. A	
9. C	19. A		9. A	19. C	
10. D	20. C		10. D	20. D	

Frequently Asked Questions

- **What can I do to prepare to take the Foreign Service Written Examination and Oral Assessment?**

Over time, a thorough daily reading of major news publications will help develop the kind of general knowledge in world and national affairs that is necessary to do well. An officially sanctioned study guide is also available and can be ordered or downloaded at www.careers.state.gov. Sample questions are also provided in this registration guide.

- **What should I study in college?**

No specific educational background is required to become a Foreign Service Officer. However, most successful officers have a broad knowledge of international and domestic affairs, U.S. and world history, government and foreign policy, and American culture. The best preparation is a good education, including courses in English, management, history, government, international relations, geography, literature, economics, business, public administration, U.S. politics, political science, language, social sciences and international trade.

- **What experience is desirable?**

The Foreign Service is also looking to attract individuals with relevant experience. This could include work in teaching, law, public service administration, local and state government, and military service.

- **Why can't I take the written examination if I'm past my 59th birthday?**

To join the Foreign Service you must have

entered an A-100 class before your 60th birthday. The process between the written examination and entering a class is a lengthy one: Candidates take the oral assessment between five and twelve months after the written exam. After passing the oral assessment, the candidate's clearances can take considerable time, and then the cleared candidate has to wait until his or her name is reached on the Register for an invitation to enter the A-100 class. Although we try diligently to speed the clearance process, it would be unrealistic to allow less than a year for successful completion of all these steps.

- **Can I be assigned to the country of my choice?**

All Foreign Service Officers (FSOs) must be worldwide available (i.e., willing to serve anywhere the United States has embassies and consulates). Officers are transferred routinely according to the needs of the Service.

- **Is there a policy in regard to applicants who have dual citizenship?**

The Department of State has not implemented, and does not intend to implement, any "blanket rule" regarding dual citizenship. In making security clearance determinations, Diplomatic Security (DS) will continue to evaluate dual citizenship issues on a case-by-case basis. Potential candidates will be questioned about dual citizenship as part of their initial subject interview. Those who have any serious issues which could prevent them from receiving their clearance should give some thought to the likelihood of their being found ineligible before starting this process.

- **Will my family get to travel overseas with me?**

Spouses, children under 21, and dependent parents may accompany an FSO at government expense. However, security concerns and the lack of adequate educational or health facilities at a few posts may dictate against the family accompanying the officer to such posts.

- **What is included in the benefits package for the Foreign Service?**

Benefits include a health plan and a retirement plan, as well as annual and sick leave.

FSO salaries may be enhanced when officers are assigned overseas by such benefits as travel and lodging payments while enroute, government-provided housing, furniture, and utilities at post, home leave (including travel expenses), the shipment of automobiles to overseas posts, and hospitalization benefits.

In addition, educational allowances and travel for dependent children, cost-of-living allowances to help cover extra expenses in high-cost foreign cities, language incentive pay and special pay for danger and hardship posts are available when appropriate.

- **Are provisions made for spousal employment?**

Foreign Service families, like American families everywhere, are often two-income families. The Department of State has tandem couples in the Foreign Service where both spouses are employees of the Foreign Service, as well as tandems with sister agencies such as the Foreign Commercial Service or the Foreign Agricultural Service. Also, when overseas, some non-tandem

family members find work at the Embassy or Consulate, and others find employment on the economy of the host country. In addition, family members may be eligible to teach at international or American schools abroad, or work as freelancers.

For information on Department of State careers for Foreign Service Specialists and for the Civil Service, please visit our website, www.careers.state.gov or write:
U.S. Department of State
Recruitment Division
2401 E Street, N.W., 5th Floor
Washington, D.C. 20522

Preparing for the Foreign Service Written Examination

Preparation for taking the Foreign Service Written Examination requires the candidate to be widely read or to have taken a wide variety of courses prior to taking the examination. The job analysis of Foreign Service Officer positions identified the following general knowledge areas as critical to success on the job across all five career tracks (Consular, Economic, Management, Political and Public Diplomacy):

Correct grammar, organization, writing strategy, sentence structure, and punctuation required for writing or editing reports. This knowledge area encompasses English expression and language usage skills required for preparing or editing written reports, including correct grammar and good writing.

United States Government. This knowledge area encompasses a general understanding of the composition and functioning of the Federal government, the Constitution and its history, the structure of Congress and its role in foreign affairs, as well as the United States political system and its role in governmental structure, formulation of government policies, and foreign affairs.

United States Society and Culture. This knowledge area encompasses an understanding of major events, institutions, and movements in national history, including political and economic history, as well as national customs and culture, social issues and trends, and the influence of U.S. society and culture on foreign policy and foreign affairs.

World History and Geography. This knowledge area encompasses a general understanding of significant world historical events, issues, and developments, including their impact on U.S. foreign policy, as well as knowledge of world geography and its relationship to U.S. foreign policy.

Economics. This knowledge area encompasses an understanding of basic economic principles, as well as a general understanding of economic issues and the economic system of the United States.

Mathematics and Statistics. This knowledge area encompasses a general understanding of basic mathematical and statistical procedures. May include calculations.

Management. This knowledge area encompasses a general understanding of basic management and supervisory techniques, and methods. Includes knowledge of human psychology, leadership, motivational strategies and equal employment practices.

Communication. This knowledge area encompasses a general understanding of principles of effective communication and public speaking techniques, as well as general knowledge of the common sources of information, public media and media relations.

Computers. This knowledge area encompasses a general understanding of basic computer operations such as word processing, databases, spreadsheets, and preparing and using e-mail.

In addition to the general knowledge areas, which are equally important throughout the Foreign Service, the job analysis identified other broad knowledge areas that are more specific to each of the five career tracks. They vary in importance among the career tracks, corresponding to differences in the types of job knowledge required in each of the five tracks. These knowledge areas are described below, and are accompanied by a legend that depicts their relative importance for each of the five career tracks.

<u>Career Track</u>	<u>Relative Importance</u>
C – Consular	✓✓✓ Higher
E – Economic	✓✓ Moderate
M – Management	✓ Lower
P – Political	
PD – Public Diplomacy	

U.S. and International Political and Economic Principles, Issues, and History. This knowledge area encompasses types of knowledge that are typically acquired through reading and formal study. It includes topics such as a basic understanding of political science, knowledge of comparative politics, a general understanding of international political and economic issues, and a basic understanding of U.S. labor history.

C ✓ E ✓✓ M ✓✓ P ✓✓✓ PD ✓

U.S. Government and Non-Governmental Agencies and Organizations and Interactions with the State Department. This knowledge area encompasses a general knowledge of the general scope and functioning of governmental and non-governmental agencies and other organizations having particular relevance to the operations of the State Department. Examples include the U.S. military and intelligence community, the White House, and multilateral organizations such as the United Nations.

C ✓✓ E ✓ M ✓ P ✓✓✓ PD ✓✓✓

U.S. Diplomacy, Democratic Philosophy, and Educational Practices. This knowledge area encompasses an understanding of the purposes and practice of U.S. diplomacy, an understanding of the goals and implementation of democratic systems, and knowledge of the function and structure of the educational system in the United States and issues relevant to civic education.

C ✓ E ✓ M ✓ P ✓ PD ✓✓✓

U.S. Policy Issues and Formulation of Public and Foreign Policy. This knowledge area encompasses a general understanding of policy issues in areas such as economics and commerce, security and defense, and human rights; a general knowledge of U.S. laws related to foreign policy; and a general understanding of policy development and implementation procedures and processes.

C ✓ E ✓✓ M ✓ P ✓✓ PD ✓✓✓

Legislation and Laws Related to Foreign Service Issues. This knowledge area encompasses a general understanding of significant legislative acts affecting government practices and foreign relations, such as the Immigration and Nationality Act, Freedom of Information Act and others; and knowledge of laws and customs reflecting U.S. culture, such as U.S. family law.

C ✓✓✓ E ✓ M ✓ P ✓ PD ✓

International Economics, Finance, and Commerce. This knowledge area encompasses a broad understanding of issues, laws, procedures and operations related to international economics, finance, and commerce. It includes topics such as developmental, transitional, and sectoral economics; international finance; U.S. trade, trade theory, and foreign investment; and the impact of significant factors such as environmental, science, and technology issues.

C ✓ E ✓✓✓ M ✓ P ✓ PD ✓

Administrative Methods and Procedures. This knowledge area encompasses a broad knowledge of procedures and methods in areas such as accounting and budgeting, inventory and property management, routine facilities construction and maintenance, administrative control procedures, procurement practices, and procedures and methods for time management and project planning.

C ✓ E ✓ M ✓✓✓ P ✓ PD ✓

Interpersonal Communication and Interpersonal Behavior. This knowledge area encompasses a general knowledge of dealing effectively with others in both individual and group settings. It includes topics such as techniques for effective interpersonal communication, group dynamics, an understanding of cross-cultural issues, negotiation and conflict resolution methods, and recognition of motivations for dishonest or fraudulent behavior.

C ✓✓✓ E ✓ M ✓✓ P ✓ PD ✓✓

Information and Media Resources. This knowledge area encompasses general knowledge of the U.S. media and its influence on culture and politics, as well as knowledge of other information resources, such as the Internet.

C ✓ E ✓ M ✓ P ✓ PD ✓✓

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